

II. Межкультурные аспекты преподавания иностранных языков и культур

**Ш. Л. Кинкейд,
Сидар Хилл, Техас, США**

Логическое обоснование и преимущества вовлечения носителей языка в процесс обучения иностранному языку

The rationale and benefits of using native speakers in foreign language teaching

В своей статье Шерри Кинкейд приводит логическое обоснование и преимущества вовлечения носителей языка в процесс обучения иностранному языку. Носители языка привносят коммуникативный контекст, и студенты получают возможность наблюдать аутентичное использование языка. На таких занятиях обучающиеся узнают много нового о культуре изучаемого языка, а также понимают значимость его изучения. Это оказывает огромное влияние на мотивированность студентов, а также на конечный уровень овладения иностранным языком.

Since the mid-1960's, the inclusion of a native speaker to the foreign language classroom has been demonstrated to improve student abilities in language knowledge, authenticity and intercultural learning. The addition of a native speaker serves to complement non-native teacher linguistic abilities by providing authentic or expert communicative context and language use, and connects the student with the relevance and culture of the studied language. This paper will describe the rationale and benefits of using native speakers in foreign language teaching related to these two areas.

In the field of foreign language teaching, it is a common practice to measure the achievement of students against those of the native speaker of the same language. Plainly said, teachers seek to turn their students into native speakers or as near-native as possible (Pillar, 2002). While non-native teachers may be more familiar with the formal aspects of the language being taught, the native speaker has a subconscious knowledge of the language rules, an intuitive grasp of meaning, the ability to communicate in various social settings, and a range of language skills and

creativity of the language use. The major conviction behind using a native speaker is that they can provide valid and stable judgments on their language at any time, and identify ill-formed or incorrect grammatical expressions although they may not be able to explain why they are ill-formed or incorrect. Having learned their language from childhood does not make the native speaker infallible or fully competent in communication. Many factors contribute to a native speaker not being proficient in their language and they include: dialect variation, socioeconomic contexts, professional background, and cultural influences. Native speakers who are used to complement the non-native teacher should have basic training in language education realizing that teaching language is a profession while speaking a native language is not!

A study published by Moloney and Ross in 2011 revealed that students admitted that practice over time with a native speaker improved their pronunciation, they knew more idiom and they could think in the foreign language more quickly. These improvements in their speaking skills also served to improve their writing skills. The students in the study related that interacting with a native speaker motivated their interest in the language and the culture and that they enjoyed the lessons and activities conducted in the taught language. Interacting with a native speaker gives students the opportunity to engage in a wider range of speech topics than with their non-native teachers and often these topics expand in to informal conversations. The content of these informal conversations are typically appealing to students as they view them to be relevant, purposeful and meaningful in their lives and how they expect to use their foreign language skills (Lynch and Anderson, 2001).

While the value of knowing a second language in today's world is not to be underestimated, long term social and business partnerships depend upon relationship-building and relationship management and, to achieve this, cultural and linguistic knowledge of the target country were essential. Native speakers provide expert knowledge of how the foreign language is used in cross-cultural situations. Being able to exchange cultural information as simple as a recipe or the traditions behind seasonal or religious celebrations goes a long way towards forming meaningful relationship bonds. Students who study with native speakers included in their language learning experiences exhibit more confidence in their ability to understand and participate in diverse communication environments as a direct result of the cultural literacy provided by the native speaker. One should not believe everything they see on T.V. or in the movies!

In summary, students receive the benefits of expert, authentic language instruction, interesting and relevant learning opportunities and accurate cultural influences by having a native speaker included in their classrooms.

References:

1. Lynch, T. and Anderson, K. (2001). The value of an Additional Native Speaker in the English Language Classroom. *Edinburgh Working papers in Applied Linguistics*, No. 11 (2001). ERIC, April 2010.
2. Moloney, R. and Ross, S. (2011). Native speaker assistants in the foreign language classroom: a study of seven school. Macquarie University, Sydney, Australia.
3. Pillar, I. (2002). Passing for a native speaker. Identity and success in second language learning. *Journal of Sociolinguistics*, 6 (2), P. 179–206.

Т. В. Куприна,
Уральский федеральный университет,
г. Екатеринбург, Россия

Диалог цивилизаций в системе транскультурного образования

В современном мире все чаще затрагивается тема взаимодействия и диалога цивилизаций. Эта проблема нашла свое отражение в «Глобальной повестке дня диалога между цивилизациями» ООН. Обеспечение гармоничного взаимодействия культур как различных цивилизационных сообществ заставляет искать новые стратегии его развития, что связано с происходящими изменениями во всем мире [1]:

1. Ростом научных знаний, включая информационные и коммуникативные технологии;
2. Глубинными изменениями, происходящими в сфере миграции;
3. Феноменом глобализации и интернационализации. Сегодня особо остро стоит вопрос о защите национальной культурной и языковой самобытности.

Одним из важнейших факторов этих процессов является образование. Особо отмечается связь образования с развитием науки и технологий, культурными и цивилизационными ценностями.